CHARTERHOUSE

Relationships and Sex Education Policy

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BACKGROUND

From April 2021, the School has a statutory requirement to provide relationships and sex education (RSE) to secondary aged children and young people. The school believes that effective relationships education and sex education are essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to build self-efficacy.

Since September 2020, the School has engaged in a comprehensive programme of consultation with parents, pupils and staff to ensure that its Relationships, Sex and Health Education (RSE) provision meets statutory requirements, reflects current safeguarding priorities and supports the needs, wellbeing and development of all pupils. In line with Department for Education guidance, the School remains committed to working in partnership with parents and maintaining openness and transparency regarding RSE provision. Feedback from pupils, staff and parents continues to inform curriculum planning, implementation and review, ensuring that the programme remains age-appropriate, evidence-informed and responsive to emerging needs. The RSE policy and curriculum are reviewed regularly, with formal consultation involving staff and pupil representatives undertaken annually. The most recent review was informed by stakeholder feedback, inspection findings and wider safeguarding and wellbeing considerations.

Over the last 5 years the PSHE and RSE curriculum at Charterhouse has been re-developed, evaluated and improved with the key elements in place:

- engaging and effective curriculum allowing feedback from staff and pupils to develop an effective curriculum meeting the needs of the pupils in our care.
- Introduction of carousel-based teaching for PSHE and RSE, enabling staff to teach their preferred unit out of: living in the wider world, health and RSE and therefore allowing the development of specialist RSE staff trained to a high level.
- Dedicated teams of staff to teach RSE, with appropriate training to better ensure that teachers are confident and equipped to implement the curriculum effectively
- Re-naming of the combined PSHE and RSE programme from *Reach Out* to *PSHE*, as chosen by pupils, so that the subject name more clearly reflects its curriculum
- Timetable change for PSHE lessons earlier in the day, to best support pupil engagement
- Teaching PSHE and RSE in mixed gender groups. This reflects teaching across the curriculum, underlining the equal status of RSE and PSHE as a subject. It also enables a diverse group of pupils to learn together and from each other to improve mutual respect.

- Identified list of topics to be taught in single sex groups within the House environment, where the particular needs of a sex are believed to be better met in this manner supported by Assistant Head Pastoral and Director of Safeguarding.
- Specialist RSE training for all HH to further support RSE and PSHE sessions in single sex house groups.
- Explicit links made between PSHE and wider spiritual, moral, social and cultural education via a revised and integrated inclusivity calendar, and thus better embedding key messages of respect, non-judgement and lawful knowledge and behaviour.
- Introduction of baseline and plenary assessment within each session to allow pupils and staff to see how much learning has occurred for each individual topic within a rotation

The PSHE and RSE curriculum will be embedded with 3 core aspects of all learning: being respectful; knowing the law, and impartiality; in turn, these will support and complement our wider school values. The concept of critical conversations where challenging issues can be discussed in an academically respectful and tolerant manner is central to our pedagogy.

The RSE curriculum is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The school's relationship education and relationship and sex education programme is intended to complement and support the role of parents and carers in education their children about relationships.

DEFINITION:

RSE means learning about the emotional, social and physical aspects of growing up, relationships, sex, and human sexuality. The programme seeks to enable pupils to know and understand information and to provide them with the skills and strategies to have a safe and fulfilling life and relationships. RSE is not about promoting sexual activity.

There are three main elements:

Attitudes and values

- Recognition of the value of different types of family life, marriage, stable and loving relationships
- The nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

Personal and social skills

- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility
- Managing conflict

Knowledge and understanding

- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health service
- Reasons for delaying sexual activity
- The avoidance of unplanned pregnancy

We believe that enabling our pupils to embody our values of kindness, open-mindedness, perseverance, responsibility and moral courage supports all aspects of their spiritual, moral, social and personal development, including their relationships and sex education.

The boarding environment provides many opportunities for pupils to learn informally about relationships, with the guidance of their Heads of Houses, tutors and teachers in boarding houses, lessons, tutor time and co-curricular and social time. In RSE lessons and at all other times, there is a strong focus on staff educating pupils, as well as pupils supporting each other, to respect and value individuals, particularly in relation to protected characteristics.

The School's values which inform RSE are reinforced through the rewards and behaviour management systems which seek to ensure that pupils' relationships are safe and healthy.

LINKS TO STATUTORY GUIDANCE & REGULATORY FRAMEWORK

This policy has been created to meet the School's responsibilities under:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which make RSE compulsory for all pupils receiving secondary education and includes all pupils at Charterhouse. Most recently updated for September 2026. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

- Children and Social work Act 2017
- Boarding Schools; national minimum standards (DfE) April

- 2015 Education (Independent School Standards) Regulations
- 2014 Children and Families Act 2014
- Equality Act 2010
- Education and Skills Act

  2008 Education Act 2002
- Children Act 1989

This policy has regard to the following guidance and advice:

It is based on the statutory guidance from the DfE Relationships education, relationship and sex education and health education (DfE, for introduction 1 September 2026) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Keeping children safe in education (DfE, September 2026) https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf

LINKS TO OTHER RELEVANT SCHOOL POLICIES

The Anti-bullying policy, Promotion of Good Behaviour policy and Safeguarding policy are all available via our website. The Spiritual, Moral, Social and Cultural (SMSC) policy is available on request to the School. The RSE policy sits alongside the PSHE policy.

INCLUSIVE APPROACH TO RSE

The School will ensure that it considers the makeup of the student body, including gender and the age range, religious and cultural heritage of the pupils and takes this into account in the design and teaching of relationships education and sex and relationships education. The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The School will be alive to issues such as sexual violence and sexual harassment, sextortion, sexism, homophobia and stereotypes and will take positive action to build a culture of respect and kindness where such issues will not be tolerated and incidences are identified and tackled. The Head of PSHE and Deputy Head Safeguarding and Learning Support will work closely together ensuring that the curriculum is in line with the lived experience of pupils in our care.

It is important to us that all members of our community understand the importance of equality and respect of all individuals. We celebrate our diversity and want everyone to feel safe, supported and appropriately informed.
Our RSE curriculum is designed to be age and developmentally appropriate and delivered in a sensitive and factual manner. It is also designed with reference to English law and is reviewed with parents and with pupils, representing various age groups and needs, including protected characteristics, and staff with particular knowledge and expertise. Being a boarding and House-based environment, we know our pupils well and seek to use this knowledge to tailor

our RSE teaching to their needs.

We are mindful of the particular needs of all protected characteristics in RSE and we adopt an intersectional approach, giving pupils the opportunity to learn about and discuss all nine characteristics over the course of five years. However, we focus most on sex, sexuality and gender because these are the issues that we believe are most relevant to our pupils. We want all our pupils to understand how to seek and give consent and we address gender-based violence, which national data and our School experience indicates is something experienced by both sexes but most frequently by females.

As part of RSE, pupils learn that sexual orientation and gender reassignment are two protected characteristics. Learning about Lesbian, Gay, Bi-sexual and Trans (LGBTQ+) matters is integrated into our RSE programme so that all pupils are able to learn about this area of the curriculum. We want LGBTQ+ pupils to learn about healthy relationships and sex on an equal basis to cisgender and heterosexual pupils. This area has been a particular focus in 2021-25, with staff reporting increased levels of confidence to talk about LGBTQ+ issues as a result of training. Our student LGBTQ+ Pride Society reviews the policy under the guidance of their staff mentor and school counselling team and contributes to RSE through such events at International Pride Day. Pride society and their staff mentor have also contributed to the RSE scheme of work through planning lesson content for the sessions on LGBTQ+ and through the creation of a language framework that all staff and pupils should know this will be displayed in each hash room.

All teachers know the additional needs of pupils, which are shared on the School's management information system, iSAMS. This knowledge is combined with specialist teaching by our Biology teachers and small group teaching by tutors to ensure RSE is personalised and accessible to all pupils. Staff are particularly mindful of the vulnerability to exploitation and bullying of pupils with SEND. Our Head of Learning Support reviews the RSE policy, considering the needs of pupils with SEND.

Our Head of Theology, Philosophy and Ethics and the Chaplains review the RSE policy with a particular focus on any matters relating to faith. Our Head of Biology reviews the policy and ensures that the Biology curriculum contributes appropriately to RSE. We greatly value working with parents to support our pupils with RSE.

Our termly PSHE newsletter, parent lectures and forums, and webinars throughout the year are some ways in which parents can engage with senior staff, gain up to date information from our expert speakers and access updated information about key school policies. Some webinars involve the participation of pupils, tutors and parents together, developing a shared understanding and thus aiding communication and support of young people and families. We consulted with parents in the first drafting of this policy and will do so annually by sharing the policy and providing the opportunity for feedback.

RIGHT TO BE EXCUSED FROM SEX EDUCATION

Appendix one sets out the curriculum map for RSE. The School may vary the timing of the teaching of topics and teachers may address individual questions about sex when asked at any appropriate time. The School considers that the sex education elements of relationships and sex education relate to sexual intercourse, sexual health and contraception.

Along with being consulted on the production and annual review of the RSE policy (see an inclusive approach to RSE above), parents and pupils are encouraged to discuss any queries, suggestions or concerns regarding RSE teaching with the tutor in the first instance. They are assisted in this by the availability of information about what has been taught and what will be taught, including via termly newsletters.

If a pupil, or a parent on behalf of their child, wishes to request being excused from part or all of sex education that forms part of RSE, they may do so by first discussing this informally with the Head of House, who can seek to gain a clear understanding of their wishes and any concerns, and clarify the nature and purpose of the school's RSE curriculum. The right to be excused does not apply to compulsory subjects such as Biology.

Having spoken with the Head of House, who may seek support from the Head of Department, a parent or pupil who wishes to request being fully or partly excused from sex education should then write to the Head. After discussions, with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and except in exceptional circumstances where the School believes it is not in the interest of a child to do so, such a request will be granted. Any pupil excused from sex education will be set appropriate independent work to complete during those sessions.

Once a pupil is within three terms of turning 16, if they wish to receive sex education, the School has a statutory duty to arrange this during one of those terms, even if a parent has requested otherwise. We always seek to work with and support pupils and parents in this regard.

Records will be made of any communication relating to a request to be excused from sex education and kept in accordance with the School's data protection policy.

RSE SUBJECT CONTENT AND TEACHING

RSE is taught in the following ways:

- within the personal, social, and health education (PSHE) curriculum in mixed sex groups, as per all other curriculum subjects
- Biological aspects of RSE are taught within the science curriculum, including as guided by external exam boards
- other aspects are included in religious education, including as guided by external exam boards
- in single sex groups with a member of the House Team or wider pastoral, health centre or well-being teams

Such an approach enables RSE to be taught in a timely way, that is both age appropriate and responsive to any issues that may emerge.

The curriculum map for RSE, which shows how teaching is linked, is in appendix one.

Pupils' engagement and understanding of RSE is assessed so that teachers can ensure appropriate learning is taking place. Assessment is primarily via spoken questions and answers and end of unit assessments. The latter is also used as an opportunity to gauge the pupils' perception of the usefulness of the curriculum.

Biology is the responsibility of the Head of Biology. Philosophy is the responsibility of the Head of Philosophy, Religion and Ethics. PSHE is the responsibility of the Head of PSHE. All these Heads of Department report to a member of the school's academic management team.

Alongside the formal teaching of RSE, weekly Chapel, including pupil-led services and assemblies, are a forum for learning about relationship issues and reinforcing expectations. In addition, the whole school engages in national and international themed events such as Safer Internet Day, Anti-bullying and Diversity weeks, often with pupil leadership via peer mentors and monitors. Indeed, pupil voice and leadership play a key role in forming positive relationships

Specific examples of spiritual, moral, social and cultural activities from 2023-26 include: staff Chapel address relating to LGBTQ+ inclusion; multiple assemblies each Quarter in which the Head reminds pupils of expectations in relation to Kindness, respect for individuals, particularly in relation to protected characteristics, and the consequences of being a perpetrator of disrespect or not being an active bystander; pupil-led Chapel address against bullying, highlighting examples of unacceptable language, such as sexist, homophobic and racist terms; expert visitors to Pride Society to provide an additional and alternative forum to RSE lessons to discuss sexual health and relationships; forums with alumni speaking about school, university and working life, speaking from the personal perspective of being homosexual or being black; marking LGBTQ+ History Month and Pride Month; pupil-led and SLT-endorsed creation of charters for LGBTQ+ and anti-sexism, to go alongside existing anti-racism and anti-bullying charters. The latter specifically highlight examples of exclusive and inclusive behaviour in relation to protected characteristics.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and Parenthood
- Bullying, abuse, discrimination
- Social influences

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances.

We ensure that all pupils receive provision appropriate to their needs, taking specialist advice internally and externally where necessary and taking into account the particular circumstances of individual groups of students as appropriate. RSE is taught in a factual manner. As with all teaching at Charterhouse, teaching of RSE is done in a non-judgmental way and encourages pupils to ask questions in lessons. Concerns raised by pupils in RSE lessons are addressed in accordance with the School's safeguarding policy.

Pupils have numerous sources of support and people they can speak with at School, including their tutor, Head of House, counsellors, Head of Educational Support, Chaplains and senior staff. They also have access to an anonymous 'Whisper' facility on the landing page of their intranet area. Any messages sent via this facility are received and addressed by the Designated Safeguarding Lead.

Biology curriculum and RSE

Biology is taught to all pupils from Fourths to Fifths on the timetable, as part of the core curriculum (informed by the Edexcel IGCSE Biology specification) by expert teachers. The delivery of RSE, together with all aspects of Biology teaching, is monitored and evaluated by teachers, pupils and the Head of Department, in line with the School's curriculum, teaching, reporting and assessment policies.

Biology schemes of work are available on request.

PSHE and RSE

The vision for the PSHE curriculum is to promote respect, non-judgement and lawful knowledge and behaviour.

PSHE covers three themes: living in the wider world, health and relationships and sex education.
It has three over-arching aims:

- Help pupils to live by the School's values within and beyond the school community, enabling them to contribute positively
- Give pupils practical tools and information to help them make informed and balanced choices and navigate issues that impact young people and the practicalities of life in and out of school, including health and well-being, relationships and sex, university and working life
- Provide pupils with a safe and supportive space to explore a wide range of matters and contribute to initiatives

The main approach in teaching PSHE for the Under school is via small group discussion in a safe, distanced, and inclusive manner, avoiding personalising or putting pupils on the spot. Conversations are complemented by talks to the whole year group from a range of external and internal speakers, including our Hunt Health Centre Medical and Wellbeing Centre team. In the Sixth Form, in response to pupil feedback, much of the curriculum is taught to whole year groups, with assessment and opportunities for discussion after key units.

Pupils are actively involved in shaping the PSHE programme, for example through requesting topic coverage, leading surveys, planning events and discussion forums on such matters as International Women's and Men's Days, Anti-bullying week, Children's Mental Health week, Diversity Week (during Pride).

The Head of PSHE works with the Assistant Head (Teaching and Staff development) and Heads of each year group to monitor the effectiveness of teaching, including via lesson observation, review of assessment data and consultation with pupils regarding the curriculum and its impact. Adjustments are made to the content in anticipation of, and in response to, the changing needs and requests of pupils.

The programme has flexibility for Heads of Houses, Heads of Year, tutors and senior staff to use their pastoral expertise to address RSE matters as they emerge in assemblies or informal, impromptu discussion groups in response to the pupils' needs and best interests. This is supported by the availability of the PSHE curriculum and resources for supporting discussions with pupils on sensitive topics.

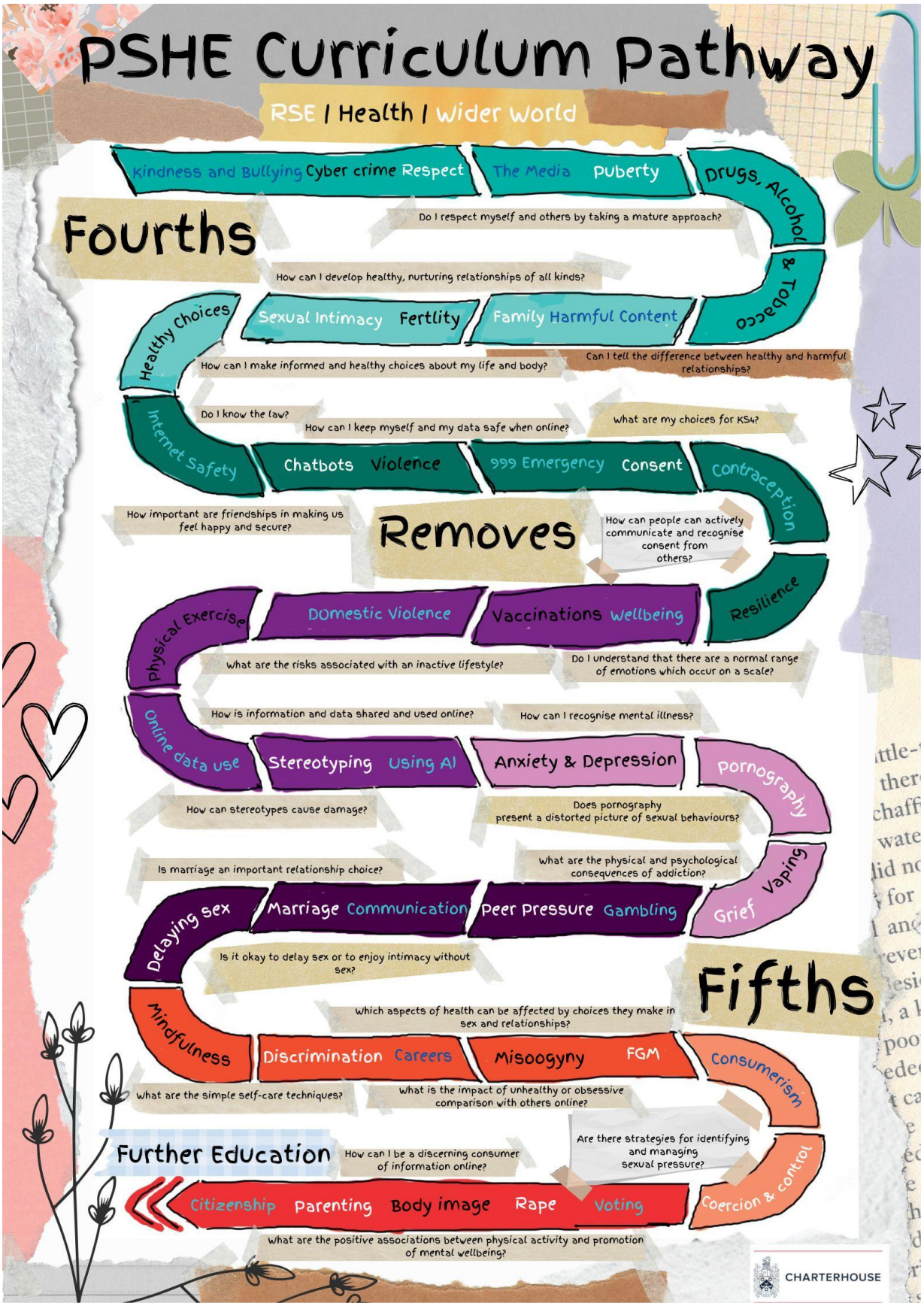
The curriculum map for PSHE is in appendix one.

POLICY REVIEW PROCESS

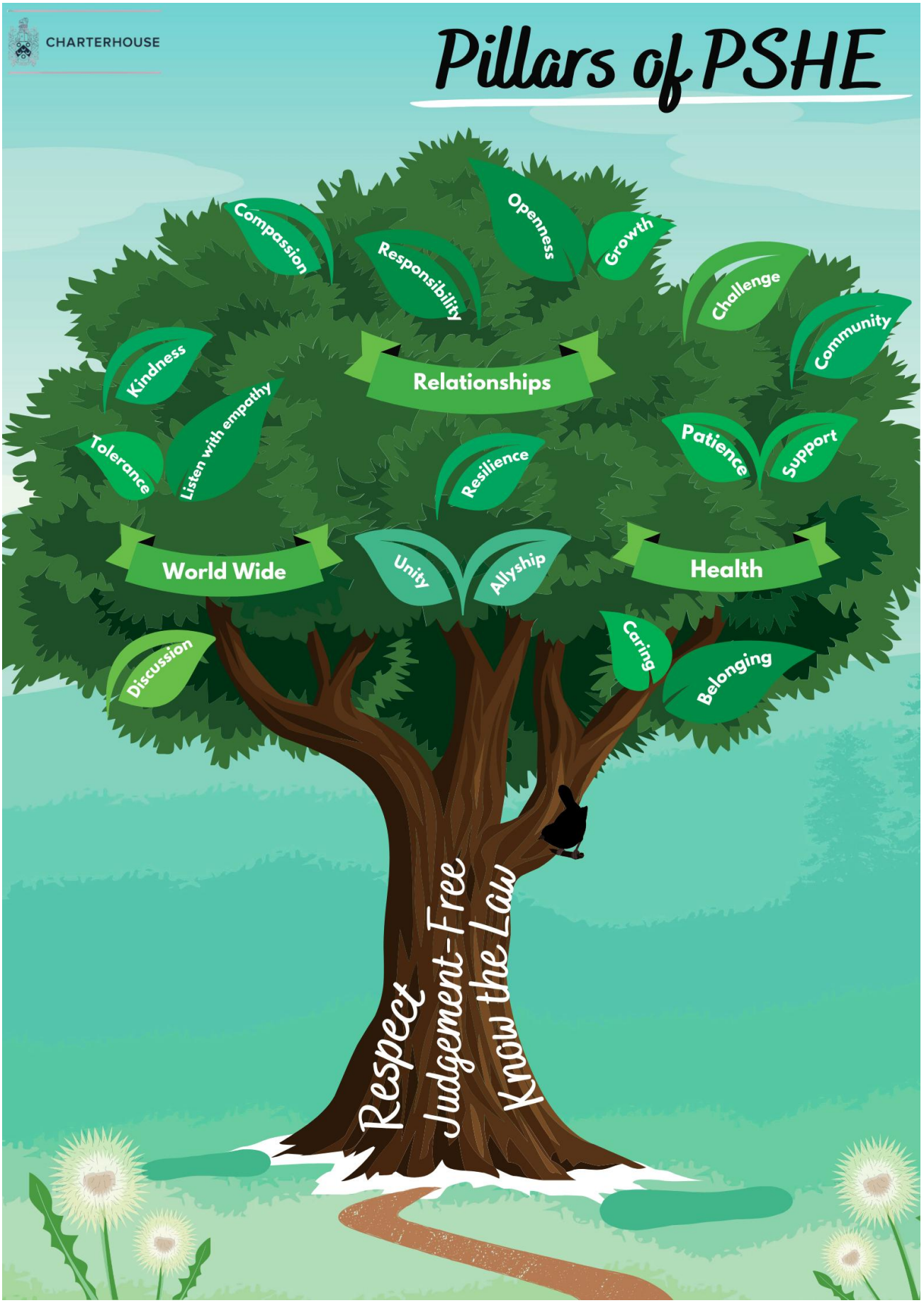
The school will undertake an annual review of the policy, taking into consideration pupil, parent and staff feedback from the programme. The Head of Department will ensure regular review of the schemes of work, lesson content and quality control with ongoing improvements and updates as required. The annual review will take place in June of each year, ready

for any updates required for the start of the academic year in September.

APPENDIX ONE: Curriculum Map



APPENDIX TWO: Pillars of PSHE



APPENDIX THREE: Statutory Requirements regards Secondary Age Pupils and Relationships and Sex Education.

By the end of Secondary Education, all pupils should know:

Families

1. There are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships, including friendships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online and media

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as

they appear online and how they might pose a risk.

Being Safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively,

e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

APPENDIX FOUR: RSE & Religious Beliefs

PSHE and RSE at Charterhouse: Religion and belief; teaching in a School with a religious character

Charterhouse fully complies with the DfE's 2025 statutory guidance which states:

- RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- All schools may teach about faith perspectives on these topics. In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief.

Drawing on all aspects of the DfE guidance on RSE, at Charterhouse our approach:

- Teaches RSE in an objective, neutral and pluralistic way which is inclusive and reflects diversity
- Does not seek to indoctrinate a particular view and does not use RSE as a vehicle for any particular religious ideology
- Ensures all pupils understand the UK law and its position on all protected characteristics
- Provides schemes of work which provide information on a range of different perspectives, including different faith perspectives, for example on homosexuality and same sex relationships
- Provides learning objectives which demonstrate a diversity of views and opinions and, above all, promotes respect for different viewpoints, including faith perspectives, and prevents discriminatory behaviour towards individuals on the basis of any protected characteristic
- Does not promote a 'hierarchy' of protected characteristics, instead exploring a diversity of viewpoints within a context of respect for all and zero tolerance towards discriminatory comments or behaviour which undermine mutual respect and tolerance
- Promotes the Charterhouse values of open-mindedness and kindness.

In addition to these principles, there are various *specific* aspects of the statutory guidance which ensure that a variety of religious perspectives should be covered in RSE. These are reflected in schemes of work and learning objectives. For example:

Pupils should know:

- That they have a choice to delay sex or to enjoy intimacy without sex
- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

As an Anglican Foundation, Charterhouse also follows the Church of England Education Office's 2019 guidance on the teaching of RSE and Health Education in Church of England Schools:

- Adopting a faith-sensitive and inclusive approach which seeks to understand and appreciate differences within and across the teachings of the Christian faith and other faith communities the School serves
- Recognising that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times
- Treating everyone with dignity recognising that all people are made in the image of God and loved equally by God
- Encouraging a School community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect
- Clearly stating the difference between factual teaching (e.g. biology, medicine, the law, marriage, different types of families) and objective moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework
- Ensuring that all children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to all others
- Using RSE to help children to develop the skills to express their own views and make their own informed decisions.

APPENDIX FIVE: FORM FOR REMOVAL FROM SEX EDUCATION WITHIN RELATIONSHIPS AND SEX EDUCATION

TO BE COMPLETED BY PARENTS			
Name of child		House	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

PARENTS SHOULD EMAIL COMPLETED FORMS TO: head@charterhouse.org.uk